

Grade 8 Overview

Focus: Developing the Skills for Good Citizenship

I can make a difference . . .

..... *in my school,*
..... *in my community,*
..... *in my state,*
..... *in my nation.*

This unit emphasizes the skills and attitudes necessary to be a good citizen of Indiana and the United States.

Key Ideas:

- Both actions and attitudes are important for good citizenship.
- A willingness to work hard to help one's family and community is an important aspect of good citizenship.
- One way of showing respect for others is through good manners.
- Individuals have responsibility both to themselves and to others.

Key Connection to Citizenship Education:

All of the aspects of good citizenship instruction cited in IC 20-10.1-4-4.5 are included in this unit. Aspects receiving special emphasis include:

- taking personal responsibility for obligations to family and community.
- respecting the rights of others to have their own views and religious beliefs.
- respecting one's parents and home.
- respecting and taking responsibility for oneself.

Lessons:

1. *Good Citizens in Indiana*
2. *What is a Work Ethic?*
3. *Manners Then and Now*
4. *Top Five for Citizenship*

Culminating Activity:

Ask students to take on the role of state legislators who are concerned about encouraging good citizenship in Indiana. Have them establish working committees and list the elements or components of good citizenship as they see them. After listing these elements, committees must consider what would most benefit the state and their constituencies and come to consensus regarding the elements needed for public law. Following committee work, have the entire class develop and vote on their legislation. Assess this simulation according to the following criteria: 1) student understanding that both attitudes and actions are important to good citizenship; 2) student consideration of the needs of the community as well as the individual; and 3) student ability to define and give examples of good citizenship.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 8)

Civic Ideals and Practice - Students will:

Develop a commitment to effective and responsible participation in the functioning of school and community organizations.

- observe school and community rules and regulations.
- accept responsibility for group and individual actions in the school and community.
- apply strategies of conflict resolution to individual and group issues.

Current Events - Students will:

Identify, analyze, and apply historical situations to current issues.

- use selections from primary resources, such as diaries, letters, records, and autobiographies to support research efforts.

English/Language Arts (Grades 6-8) - Students will:

Write for different purposes and audiences producing a variety of forms, including:

- personal and informational essays.
- logs of ideas and information.
- lists and charts.

Communicate orally with people of all ages by:

- summarizing ideas and acknowledging different points of view.
- contributing to class discussions.
- collaborating in groups.

Grade 8 Lesson One

Good Citizens in Indiana

In this lesson, students identify the actions and attitudes that characterize good citizens in Indiana.

Key Idea:

Both actions and attitudes are important for good citizenship.

Key Connections to Citizenship Education:

Good citizens:

- respect the rights of others to have their own views and beliefs.

Objectives:

Students will:

- be able to describe in their own words the actions and attitudes of a good citizen of Indiana.
- accept responsibility for group and individual actions in the school and community.

Introductory Activity:

Start the lesson by completing the individual handout entitled “Good Citizens in Indiana.” Then ask students to work in pairs and agree on two actions and attitudes for each box. Next put two pairs of students together to make a group of four. Students must agree on two in each box before meeting with another group of four to follow the same process. Continue until two groups are formed and report to the class.

Core Activities:

After hearing the two groups report, analyze their results to see if one common set of answers for the class can be reached. Direct the discussion with the following questions:

1. Was it difficult to reach agreement with your first partner? Was it difficult to reach agreement in the larger groups? Why or why not?
2. Is it necessary to agree on a common idea of good citizenship? Why?
3. Are actions and attitudes equally important in good citizenship, or is one more important than the other?

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4. Did volunteering show up as an important action or attitude for good citizens? How important is a willingness to help others good for citizens in Indiana?

Additional Ideas:

When students completed the handout from the introductory activity in their group, they may have had differences of opinion with other group members. Ask students to consider the following ideas: many people have different points of view and different beliefs. Does this fact influence your view of what good citizens do or what attitudes they hold?

Evaluation/Assessment:

1. Have students be responsible for maintaining a “good citizens” bulletin board using clippings from newspapers and magazines.
2. Have students write individual essays on what it means to be a good citizen in Indiana. Prior to writing, develop criteria with students for assessing the essays. Both teacher and peer critiques might be used. Ask students to consider what are some important aspects of being a good citizen as they develop their essays. Both actions and attitudes of a good citizen should be included.

Home Connection:

Keep parents informed of the purpose and activities involved in this lesson. Some students might use newspapers to find examples of good citizens in Indiana. They might bring articles from home after discussing them with family members.

Resources:

- Handout: “Good Citizens in Indiana”
- Newspapers and magazines

Handout

Good Citizens in Indiana

What qualities does a good citizen in Indiana have? Write two for each heading.

ACTION	ATTITUDES

How will we know when students are becoming better citizens? Write two for each heading.

ACTION	ATTITUDES



Grade 8 Lesson Two

What Is a Work Ethic?

Curriculum Connections: U. S. History, Indiana History, Civics, English/Language Arts, Career Education.

Key Ideas:

A willingness to work hard to help one's family and community is an important aspect of good citizenship.

Key Connections to Citizenship Education:

Good citizens:

- always do their personal best.
- take personal responsibility for obligations to family and community.
- respect their parents and home.

Objectives:

Students will:

- compare and contrast the work ethic of an early Indiana youngster with their own.
- define the term, "work ethic."
- give examples of ways they can demonstrate a strong work ethic at home and school.

Introductory Activity:

Write "WORK ETHIC" on the board. Ask students if they have ever heard the term and to provide definitions. Build on students' definitions, including the idea that a good work ethic means having a positive attitude about working hard and doing a good job. With students, generate examples of a strong work ethic and a weak work ethic. Then ask students to list on a piece of paper their daily and weekly chores. After the list is completed, ask the following questions:

1. Does your list represent a heavy burden or an easy burden?
2. How does your list compare with others your age?
3. Why is the work you do for your family important?
4. What other responsibilities do you have besides chores at home and school?
5. How do you think your list compares with the chores of young people 100 years ago?

Core Activities:

1. Introduce Ebenezer Sharpe, an 11-year-old boy living in Indianapolis in 1852.
2. Ask students to read his diary entries from May 11, 1852, and November 11, 1852. As an option, read them aloud as a class.
3. Ask students to recall the earlier discussion of “work ethic.” Remind them that one useful definition is: “a positive attitude about working hard and doing a good job.”
4. Use the following questions to start a discussion about the idea of a work ethic:
 - a. Did Ebenezer Sharpe have a strong or weak work ethic? Give reasons for your answer.
 - b. How would you compare your work ethic with Ebenezer Sharpe’s work ethic? Did he work harder than you do?
 - c. Do you believe that people with a strong work ethic do better in life? Why?
 - d. What terms would you use to describe the opposite of the phrase “strong work ethic?” Have you observed people who fit this description? If so, how would you describe their contributions as citizens?
 - e. Is a strong work ethic necessary for good citizenship? Explain your answer.
5. Conclude the lesson by asking students to keep track of all the chores and activities they carry out the next day. Ask volunteers to share what they learned from this activity.

Additional Ideas:

1. After recording their chores for a day or more, ask students to write a paragraph comparing and contrasting their daily activities with those of Ebenezer Sharpe.
2. Have students explore the requirements for a job or profession that they would like to pursue and write an ad for the “help wanted” pages listing the qualifications and work habits needed.

Evaluation/Assessment:

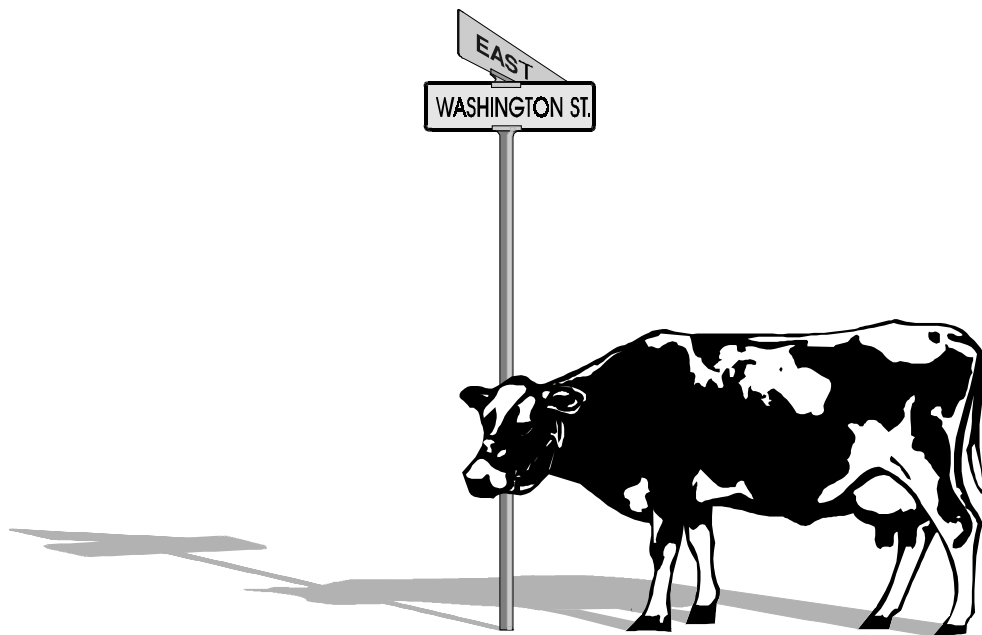
Students will create “résumés” indicating responsibilities and activities they have carried out that have required a strong work ethic. (Their résumés can include both volunteer and paid activities at home, at school, and in the community.) Résumés will be evaluated on the basis of understanding of the term “work ethic,” and their ability to apply this concept to everyday life.

Home Connection:

Invite parents or other community members to visit the class to discuss their jobs and the effort their work demands. Students also might ask their parents or older family members about chores typically done by young people when they were growing up.

Resources:

- Handout: “Ebenezer Sharpe’s Diary,” *BROADSIDES, The Early Years*, Document 30, Indiana Historical Bureau.
A facsimile of this document and other primary documents in Indiana history are available from the Indiana Historical Bureau, 408 State Library and Historical Building, 140 North Senate, Indianapolis, Indiana 46204.



EBENEZER SHARPE'S DIARY

Indiana Historical Bureau
BROADSIDES, The Early Years
Document 30

The following are transcripts of selected entries from Ebenezer Sharpes's diary. Ebenezer lived in Indianapolis where his father, Thomas, was a business partner of Calvin Fletcher. Ebenezer began writing a diary, at his father's request, when he was 11 years old. The Sharpe family was fairly well-to-do, but the diary entries give a valuable insight into the day-to-day activities of a young boy and the society in which he lived.

May 11 1852; Wednesday

I got up this morning at five, fed my horse, cleaned out my stable, and took the cows to pasture before prayers, after prayers, eat breakfast came into Bank and worked till dinner, after dinner came again into Bank and worked till four, then went after the cows, and watered the horse and attended to things as usual. This evening got a new pair of shoes, price \$1.35 cts. The reason I set this down, is because I wish to see how long they will last me. And then see if they are worth the money as the maker said they were, but we cannot always rely on their work. I have this evening come again into Bank to help Father do his work, I can help him in this way I assort all the money, and count it putting five hundred of the fives and upwards in one pile, and ones in hundred piles, then Father can do his work in about half the time if I did not,

Thursday November 11 1852

I got up this morning at half past five, came into Bank, copied the letters, When I had taken my cows I went to school, I recited my lessons perfect to day, I was kept in this evening because I talked in school, but as soon as I got out, I went for my cows but finding them not, I came home and soon as I got across Washington Street I saw them going home, when I had eaten my supper I came into Bank and got my speech for tomorrow.

Grade 8 Lesson Three

Manners Then and Now

Curriculum Connections: Civics, U.S. History, English/Language Arts, Indiana History

Key Idea:

Good manners have long been, and continue to be, an important method of showing respect to authority and to fellow citizens.

Key Connections to Citizenship Education:

Good citizens:

- always do their personal best.
- respect authority.
- treat others the way they would want to be treated.

Objectives:

Students will:

- explain the importance of good manners in daily life, both now and in the past.
- describe the link between good manners and good citizenship.

Introductory Activity:

Write the word “MANNERS” on the board. Ask students to take a piece of paper and write three words that come to mind when they think of manners. Ask them to do this silently without discussing their responses with anyone else. After this is finished, ask for volunteers to read their words and create a list on the board of words that students associate with manners. Start a discussion by asking what these words tell us about the importance of good manners in everyday life today.

Core Activities:

1. Ask students to discuss whether good manners are more or less important today than they were 100 years ago.
2. Read together as a class the page from the diary of Julia Merrill, written in 1903, about her experiences in school in the 1830s.
3. Ask students to define “manners.” Use a dictionary as needed to come up with a common definition that the class can agree upon.

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4. Discuss the following questions about Julia Merrill's diary:
- From reading the diary, did it appear to be unusual for young girls in the 1830s to attend a "Female Institute"? Explain your answer.
 - Were good manners important before the new teachers came?
 - What manners were expected by Miss Axtell? How do these manners differ from manners expected at your school?
 - What other manners are expected at your school? Make a complete list for various settings: lunch, hallways, classroom, auditorium assemblies, principal's office, sports events, or other settings.
 - To what extent do students observe the expected manners at your school?
 - Is school a better place when good manners are taught and followed? Explain your answer.
 - Are manners among students getting better or getting worse as you reach higher grades? Why?
 - Where should good manners be taught? At home? At school? Both?
 - How would you describe the link between good manners and good citizenship?
 - Is a lack of good manners at the root of the problem of student-to-student conflicts? Explain your answer. How can good manners help to avoid personal conflicts?
 - How can people disagree and still use good manners?
 - Are good manners a necessary element in showing respect? Can one demonstrate respect to authority without good manners? Explain your answer.

Additional Ideas:

- Ask students to write observations of manners for three to five days at school.
- Ask students to analyze their observations using three or four categories as topics: student-to-student manners, student-to-teacher manners, student-to-visitor manners, etc.

Evaluation/Assessment:

Students will work in small groups to demonstrate situations where they use good manners, such as a job interview, eating out in a restaurant, making introductions, or making a purchase in a store. Afterwards, each student will be able to explain orally or in writing, why good manners are important in these situations.

Home Connection:

Have students write down for their families a list of good manners they plan to observe at school and at home.

Resources:

- Handout: "Julia Merrill Remembers," *BROADSIDES, The Early Years*, Document 39, Indiana Historical Bureau.

Hand Out

JULIA MERRILL REMEMBERS

Indiana Historical Bureau
BROADSIDES, The Early Years
Document 39

Julia Merrill grew up in the early years of Indianapolis. As a young woman, she married Charles W. Moores, a partner in Samuel Merrill, Jr.'s book store and publishing company. Charles enlisted in the Union Army in 1864 but died a few weeks later leaving Julia a widow. In 1903, in her later years, Julia Merrill Moores wrote down memories of her school days in Indianapolis during the late 1830s. The only known version of this account is typed. It is not known whether this version is the original. The selections below are based on the 1903 document. A facsimile of this document is available from the Indiana Historical Bureau, 408 State Library, 140 North Senate, Indianapolis, Indiana 46204.

... As I rode about my memory went back, now more than sixty years, to the arrival in the country town in the far West of Mary Jane and Harriet Axtell, to establish a "Female Institute." Indiana, then, was full of corduroy roads, mud holes, log cabins, and no scenery except the grand old trees which surrounded the small towns. The contrast with cultivated New York was great. The Miss Axtells were daughters of a Presbyterian Clergyman. They were bred in the strictest tenets of the Law. The school was established in 1837. I have in my possession the first catalogue issued April 1839. ... There were some one hundred and forty scholars. Forty seniors, sixty-six Juniors and thirty six Primaries. The ages of the pupils ran from eight to eighteen. Our teachers could not have been more than twenty or twenty-five years old but we regarded them as antediluvian. ...

.... Great attention was paid to our manners. We had been allowed to leave the school-room - pell mell - helter skelter, best fellow first - but Miss Axtell required us to leave one at a time. At the door we turned and with an elaborate courtesy, said) "Good evening Miss Axtell and Young Ladies. This form caused us some embarrassment and much amusement.



Grade 8 Lesson Four

Top Five for Citizenship

This lesson introduces students to the citizenship qualities emphasized in state legislation, IC 20-10.1-4-4.5.

Key Ideas:

- Good citizenship includes both actions and attitudes and is practiced throughout one's life.
- Individuals have responsibility both to themselves and others.

Key Connections to Citizenship Education:

- The 13 elements of citizenship as described by IC 20-10.1-4-4.5.

Objectives:

Students will:

- briefly describe the 13 qualities of good citizenship in state legislation.
- give examples of how people practice good citizenship throughout their lives.

Introductory Activity:

Ask students to pretend that they are on a committee concerned about promoting good citizenship. Have students work in groups and list the things it takes to be a good citizen. After listing these aspects in groups, discuss as a class and come to a consensus about the most important ones.

Core Activities:

1. Explain that in 1995 the Indiana General Assembly listed the qualities of good citizenship in a new law. They named 13 qualities. Which of these did the class identify?
2. All 13 are important for students to learn in order to be good citizens. Since students develop interests at different ages, some may be more important to emphasize for younger students, while others may be more important for older students.
3. Ask students to use the worksheet called “Top Five” to consider which are the key elements at each grade level. After initially marking the sheet individually, work cooperatively in small groups to arrive at a group consensus.

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4. Have students develop individual timelines showing citizenship skills present in their lives. Students should illustrate each entry on the timeline with a description of an event, a drawing, photograph, or caption.

Additional Ideas:

Have students write an essay on the quality that has the greatest impact on positive citizenship today.

Evaluation/Assessment:

Assess students' timelines on the basis of the following criteria: 1) examples are provided to support each citizenship skill on the timeline; and 2) timelines demonstrate that both actions and attitudes are important for good citizenship.

Home Connection:

Keep parents informed regarding the purposes and activities involved in this lesson. Students should take home their citizenship timelines to discuss with their parents.

Resources:

- Copies of citizenship legislation IC 20-10.1-4-4.5. See Resources section of this guide.

Handout

Top Five Worksheet

All 13 elements are important for good citizens. It may be that some of the 13 deserve greater emphasis for younger students while others should be emphasized at higher grades. Consider students in Grades 1, 4, 8, and 12. Put stars in each column to indicate which five you think should be emphasized for each level.

Elements	Grade 1	Grade 4	Grade 8	Grade 12
1. Honesty and truthfulness				
2. Respecting authority				
3. Respecting property				
4. Doing one's personal best				
5. Not stealing				
6. Peacefully settling disputes				
7. Responsibility for family and community.				
8. Responsibility for earning a livelihood.				
9. Treating others as one would like to be treated.				
10. Respect for the Flag, the Constitution of the U.S., and the Constitution of Indiana				
11. Respect for one's parents and home				
12. Respect for one's self				
13. Respecting others' views and religious beliefs.				

